

Adjustment Problems among Kashmiri Adolescents

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Abstract

Adolescence is a time of new challenges and new opportunities. Some adolescents do not negotiate these challenges positively and develop personal and social problems which lead towards their maladjustment. A study was conducted to find out the adjustment problems among Kashmiri adolescents. It was a descriptive survey study comprising of three hundred adolescents taken from higher secondary schools of three districts of Jammu and Kashmir. From each district 50 adolescent boys and 50 adolescent girls were selected by using simple random sampling technique. Youth Problem Inventory was used to collect the data. The mean, t-test and ANOVA were used to analyze the data and interpret the result. The result showed that the adolescent boys and girls of Kashmir have high adjustment problems in various areas like family, school, social and on a personal front. It was found that the adolescent boys and girls of Kashmir do not differ significantly with each other in adjustment problems.

Keywords: Adjustment problems, Kashmir, Adolescents, Jammu and Kashmir.

Introduction

Adolescence is a period marked by significant psychosocial transformations that occur amid rapid pubertal growth, including identity formation, individuation from parents, and the establishment of intimate friendships. Adjustment is a satisfactory adaptation to the demands of day-to-day life and may be defined as a process by means of which the individual seeks to maintain psychological equilibrium and propel himself towards self enhancement. Adolescence is a time of new challenges and new opportunities. Some adolescents do not negotiate these challenges positively and develop personal and social problems which lead towards their maladjustment. The image of adolescence is a time of storm, stress and strains intense, moody and preoccupation with the self, which has permeated both professional and lay perspectives of this developmental period. The teenage brain, according to Steinberg, L.

(2001) is "like a car with a good accelerator, but weak breaks, with powerful impulses under poor control, the likely result is a crush." The transition from home and family to school and peer ecologies entails exposure to a new set of opportunities, demands, rules and relationship that complement and elaborate, social experiences with parents and siblings self-regulation, cognitive capacity, and social behavior. Adjustment during the transition to elementary school has a bold, powerful and lasting impact on social and academic domains of development. Adolescent disclosure, parental solicitation, and parental control were considered simultaneously as predictors of adolescent involvement in problem behaviour (Kerr and Stattin, 2000).

The problems of adolescents are quite serious. They are confused and anxious regarding the biological, psychological and social challenges they have confronted. The difficulties include emotional problems like sudden mood changes, irritability, irresponsible behaviors, depression etc. serious enough to justify special treatment. A concern is that in some cases the negative emotions are too intense and prolonged which can result in depression or adjustment problems among adolescents (Sbarra, 2006). Raju and Khaja (2007) reported that adjustment of school going adolescents is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school and the type of the management of the school and reasoned out that parental education and occupation of the adolescent students also significantly influences their adjustment. Positive friendship quality was the only friendship variable that predicted adjustment (Demir and Urberg; 2004). Hetherington (2006) reported that adolescents in stepfamilies have more adjustment problems than their counterparts in non-divorced families. Laycock (1946) grouped the problem of adolescents as problem of adjustment due to changing physical growth, physiological development, becoming emancipated from family and free from emotional dependence on parents. Parental unavailability, including lack of warmth, hostility, and rejection, has been linked to adolescents' internalizing problems such as depression, loneliness, distress, and somatic complaints, and to externalizing problems such as substance abuse, aggressiveness, and delinquent behavior (Conger, et al 1994; Campo & Rohner, 1992; Crockenberg & Leerkes, 2003; Rubin et al 2004).

Some other problems include familial problems like starting arguments, breaking rules or withdrawing from family; delinquency like missing school, stealing, and acts of vandalism. Substance abuse was seen as a major problem, approximately one of every four young adolescents (12 to 17 years old) report having used illicit drugs. In some cases, they face some problems in school and show decreased interest, negative attitude, and drop in performance and discipline problems. Difficulties experienced by adolescents vary with age,

sex and culture. Var et al (2011) while exploring the impact of self-esteem on adolescent problems and their relationship with socio personal characteristics; found significant differences between rural and urban adolescents in family, school, social and personal. Ochoa et al (2007) analyzed the role of different interrelated variables in the family and school contexts in relation to adjustment problems at school during adolescence and found direct association between quality of communication with father and teacher's expectations of the student with the adolescent's involvement in violent behavior at school. Ashabi and O'Neal (2007) reported that heightened food insecurity was associated with increased parental emotional distress, poor quality of parenting, and increased adjustment problems. Increased parental emotional distress was associated with poor quality of parenting and with higher levels of adjustment problems; and better quality of parenting was associated with lower levels of adjustment problems. Shiferaw et al (2006) reported that the burden of psychosocial concerns, including depressive symptoms, suicidal thoughts and suicide attempts are high and living with both biological parents and good parent-teen connectedness is related to better psychosocial health. The purpose of education is to produce an able and competent cadre of individuals who can become, at later years, an effective human resource for the nation's growth.

Kashmir – Paradise on Earth, the Switzerland of Asia, Nature's grand finale of beauty is a masterpiece of earth's creation of charm and loveliness. Famous for its beauty and natural scenery throughout the world and for its high snow-clad mountains, scenic spots, beautiful valleys, rivers with ice-cold water, attractive lakes and springs and ever-green fields, dense forests and beautiful health resorts, enhance its grandeur and are a source of great attraction for tourists. Kashmir being a traumatized state from last 60 years and the uncertainty in the state at the social and political level has mostly affected the adolescent generation psychologically as well as socially. In Kashmir the adolescents are showing signs of maladjustment by going for stone pelting like practices without thinking about their lives and careers. Keeping in view the adjustment problems of the adolescents a study was conducted to fulfill the following objectives:

Objectives

- To find out the adjustment problems of adolescent boys and girls of Kashmir.
- To find out the difference between adolescent boys and girls of Kashmir in their adjustment problems.
- To study the difference among the adolescent boys and girls with regard to Family, School, Social and Personal Problems.

Hypotheses

- ✓ The adolescent boys and girls of Kashmir do not have adjustment problems in their lives.
- ✓ There exists no significant difference between adolescent boys and girls of Kashmir in their adjustment problems.
- ✓ There exists no significant difference among the adolescent boys and girls with regard to Family, School, Social and Personal Problems.
- ✓

Methodology

The study was conducted on 300 adolescents who comprised of 150 boys and 150 girls. The sample was randomly selected from different higher secondary schools of three districts namely Anantnag, Srinagar and Pulwama of Kashmir province of Jammu and Kashmir. For collection of data Youth Problem Inventory (Y.P.I) developed by Mithlesh Verma was used. The Y.P.I is a self-administering inventory for the students of 16 to 20 years of age to locate the problems which the students face in different areas. The inventory contains 80 statements belonging to four areas and a number of sub-areas under each main area. Each statement is answered by ticking- true, partially true, and false against each statement. The four main areas are family problems, school/collage problems, social problems and personal problems/ over sensitivity. The inventory has been standardized on the Indian population. The reliability coefficient of Y.P.I. was found to be 0.80. After standardizing the test with other reliable test the validity of Y.P.I. came out to be about 0.68. The obtained data was analyzed by using descriptive statistics.

Result and Analysis

The obtained data have been analyzed using descriptive statistics like Mean, Standard Deviation (SD) and inferential statistics like t-test and ANNOVA. The result of the study is presented below along with its analysis:

I) Result relating to Adjustment Problems

Table. 1 Adjustment Problems of the Adolescents

Gender	N	Sub-Areas of Adjustment Problems				Entire Inventory
		Family Problems	School Problems	Social Problems	Personal Problems	

		Mean	Mean	Mean	Mean	Mean
		Boys	150	25.86	16.66	4.90
Girls	150	26.47	15.07	4.31	22.23	67.01

Table 1 shows the data of the adolescent boys and girls in their adjustment problems. A look at the above table depicts that the mean score of the adolescent boys and girls on family problems is 25.86 and 26.47 respectively, on school problems 16.66 and 15.07 respectively, on social problems 4.90 and 4.31 respectively, and on personal front it is 20.89 and 22.09 respectively. By following the norms of the test manual it was found that both adolescent boys and girls have high adjustment problems in various areas like: family, school, social and personal front. This indicates that both adolescent boys and girls of Kashmir are maladjusted in their lives and therefore hypothesis no. 1 is thus rejected.

II) Result relating to group difference

Table 2
Group Difference between the adolescent boys and girls in Adjustment Problems

Gender	No of Adolescents	Mean	SD	SED	T-value
Boys	150	69.32	25.34	2.96	0.35
Girls	150	67.01	25.97		

It is observed from the above table that the calculated value of 't' with $df= 298$ comes out to be 0.35 which is lower than that of table value i.e. 1.97 at 0.05 level of significance, depicting that two groups do not differ significantly in their adjustment problems. Therefore the hypothesis, no. 2 "There exists no significant difference between adolescent boys and girls of Kashmir in their adjustment problems" is thus accepted.

III) Results relating to Group difference in Sub-Problem Areas

Table 3
Summary of ANOVA with respect to adolescent problems and Gender

	Source of Variation	Sum of Squares	Df	Mean Square	F-ratio
Family Problems	Between Groups	11.603	1	11.603	.112
	Within Groups	30858.727	298	103.553	
	Total	30870.330	299		
	Between Groups	140.083	1	140.083	2.109

School Problems	Within Groups	19789.153	298	66.407	
Social Problems	Between Groups	18.253	1	18.253	2.530
	Within Groups	2149.667	298	7.214	
	Total	2167.920	299		
Personal Problems	Between Groups	108.000	1	108.000	1.448
	Within Groups	22218.987	298	74.560	
	Total	22326.987	299		
Entire Inventory	Between Groups	83.213	1	83.213	.126
	Within Groups	196279.667	298	658.657	
	Total	196362.880	299		

(F-ratio at 0.05 and 0.01 levels of significance is 3.87 and 6.72 respectively)

The Perusal of table no. 3 shows the F-ratio of the four problem areas (Family problems, School problems, social problems and personal problems) with Gender. The calculated value of F-ratios for family problems, School problems, Social problems, Personal problems and for entire inventory are 0.112, 2.109, 2.530, 1.448 and 0.126 which are smaller than that of table value 3.87 and 6.72 indicating all values are insignificant at both levels of significance. Hence the hypothesis no. 3 which is “There exists no significant difference among the adolescent boys and girls with regard to Family, School, Social and Personal Problems” is thus accepted. As there is no significant difference among the study variables, so there is no need of applying the Post - hoc test.

Discussion and Conclusion

Change is universal as is the change during adolescence period. This period brings change in every sense both biologically and psychosocially which bring out a new individual. Dodge and Pettit (2003) have seen that Some adolescents are able to deal with these changes successfully, but some may not be able to move ahead because of many reasons like parenting, school environment, peer support and individual factors. In the present study analysis of the result showed that adolescent boys and girls of Kashmir are maladjusted in different areas like family, school, and social and on a personal front. Comparing male and female adolescents in various problem areas it was found that the two groups do not differ significantly to each other. The possible reasons for the above finding may be that both adolescent boys and girls of Kashmir are facing the same type of adjustment problems like

Parental dominance, fake administration, corrupted officials, incompetent teachers, social inferiorities, insecurity, lack of affiliation, isolation, home violence etc. in different areas of life like in family, schools, society, personal front, etc. which have made their lives equally maladjusted. However, adolescent boys of Kashmir have shown somewhat higher maladjustment as compared to the adolescent girls as per their means. This may be because the males are usually considered as bread earners especially in Indian families which may have increased the parental and social expectations and may lead to different problem behaviours among them like frustration, illogical fears, worries related to present and future career, depression, personal handicap, health, feeling of failure and inferiority etc.

Limitations and Recommendations

The study provides an insight into various problems being faced by the adolescents of Kashmir in different areas. The findings cannot be generalized as the sample was taken from only three districts using simple random sampling technique. The results are limited to the information obtained from the questionnaires only. A longitudinal study may help in better understanding of the adolescence related issues as these changes are ongoing. A strong need is felt in terms of providing of community based care to the adolescents of Kashmir to enhance their level of adjustment in various spheres of life. Adolescents should be provided with a congenial atmosphere at home, society and in school to take decisions and provide opinions. As the frustration due to problems could get expressed through various antisocial activities, a strong need of community based care is being felt for rural youth. This study can also help in devising various intervention programs which could be a problem specific. Findings could also be helpful for, researcher, policy maker, teachers and other school personals to understand their students and can deal with them effectively. Government should provide every avenue for the betterment of the adolescents of Kashmir.

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